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ABSTRACT

The P-SCAP is an experimental format for verifying assessment procedures specially designed for use with retarded children. It does not measure intelligence or social learning. The resultant scores are useful only for measuring the suitability of the format and type of task for testing retarded children. These scores can determine the following: 1) whether or not retarded children have the prerequisite perceptual, verbal and motor skills to perform the tasks; 2) how many pretraining items are needed in order to make this procedure useable; 3) how the test procedure relates to age and other student characteristics. If this technique is successful it will be used in a forthcoming Social Competence Assessment Profile (SCAP) which is specifically designed for measuring the social learning of retarded children. P-SCAP test procedures give the children an opportunity to manipulate some educational pictures in a game-like situation. There are two 30-minute testing sections, each with a total of 22 demonstration, Pretraining, and test items. General directions for administration, test procedures, and item directions are given. Appendices include: tips for field test representatives, a basic information form, and a testing evaluation form. Some related documents are SO 000 004, SO 000 099, SO 000 138, SO 000 140, SO 000 141, SO 000 156-000 158. (SBE)

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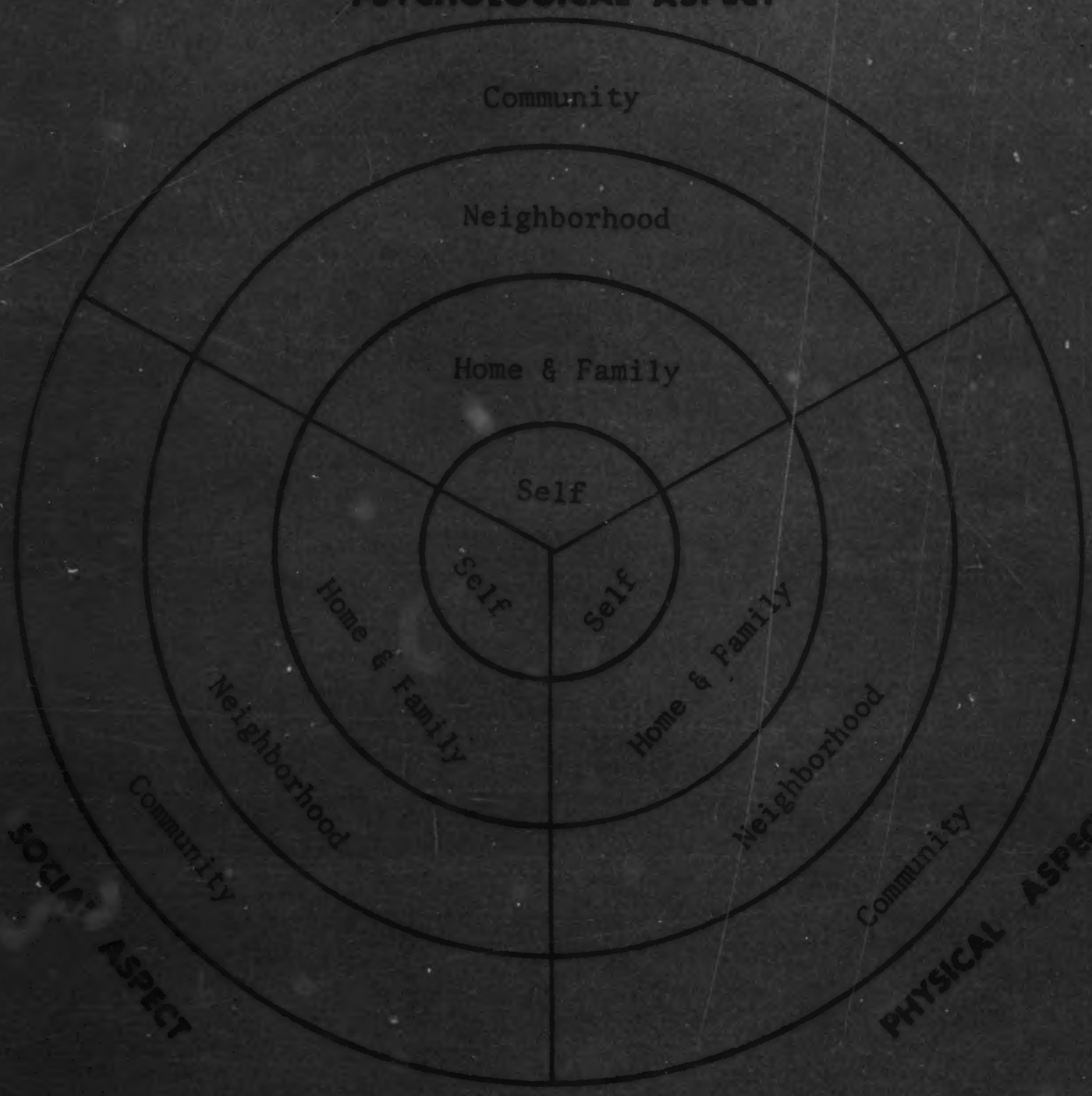
A PILOT STUDY OF THE SOCIAL COMPETENCE ASSESSMENT PROFILE (P-SCAP)--PART I



Social Learning Curriculum
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PURPOSE AND NATURE OF THE P-SCAP

The P-SCAP is an experimental format for verifying assessment procedures specially designed for use with retarded children. It does not measure intelligence or social learning. The resultant scores are useful only as a measure of whether the format and type of task are suitable for testing retarded children. Based on these scores the following can be determined: (1) whether retarded children have the prerequisite perceptual, verbal and motor skills to perform the tasks; (2) how many pretraining items are needed in order to make this procedure useable; and (3) how the test procedure relates to age and other student characteristics. There is no other purpose for which these scores can be used. The confidentiality of these scores will be guarded by using code numbers in place of student's names. Furthermore, no scores will be available to anyone but the Center Evaluation Staff - and then only by code number, never by name.

If the P-SCAP technique is successful it will be used in the forthcoming Social Competence Assessment Profile (SCAP), which is specifically designed for measuring the social learning of retarded children. The verification of these test procedures is extremely important. Most tests and achievement profiles have been developed for use with normal children. Although they are sometimes used with retarded children, the nature of the task and the instructions often discriminate against the retarded child. Therefore, the verification of test procedures specifically designed for use with retarded children would represent an important step forward in the treatment of retardation.

The present pilot test of the SCAP requires only that children know the names (or labels) of objects and comprehend how they are to indicate their choice. If the children perform well on these tasks, additional pilot studies will be carried out to test higher order variables in problem solving skill suggested by the inductive teaching method, e.g., detailing, inferring, predicting, and generalizing.

The test procedures utilized in the P-SCAP provides the children with an opportunity to manipulate some educational pictures in a game-like situation. Care has been taken to choose the kind of task which retarded children are capable of performing, to make the atmosphere as relaxed as possible, and to maximize the amount of positive reinforcement.

The first testing of the P-SCAP is divided into two sections. Each section consists of 22 items and takes approximately 30 minutes to administer. In section I, there are two demonstration items, ten pre-training items in which the correct response is reinforced immediately, and ten additional test items. Section II consists of two pre-training items in which the correct response is reinforced immediately and 20 test items. Since the purpose of this testing is to verify whether retarded children can discriminate and mark the correct response from among four possible choices, most of the items are very easy and require only that a child know the name of a common object and what it looks like. The child is given the name of the object by the teacher and then draws an X on the picture of the object in his booklet. Detailed procedures are given in the directions for administering the P-SCAP.

GENERAL DIRECTIONS

In order for the test to be effective and provide results comparable to the results for other classes, all instructions must be strictly adhered to. Before using the P-SCAP, the test administrator and the assistant examiner should be thoroughly acquainted with the directions.

1. TEST SETTING: The room in which the test is to be administered should be quiet, well-lit, and airy. Arrangements should be made to guard against interruptions of any kind. Seats should be arranged to insure the independence of each child's work.

2. ASSISTANCE: The administration of the P-SCAP requires that the test administrator manipulate the stimulus materials and read all verbal instructions aloud. Anything which distracts the administrator will disturb the entire class and disrupt the tempo of the presentation. Therefore, it is important to have an assistant examiner stationed at the rear of the room to help children keep their places in the test booklets, and to assist in preventing distractions. Whenever possible, the assistant examiner should be someone familiar to the class. The assistant should never be someone who might be threatening to the class, such as a principal or assistant principal. Introduce the assistant examiner to the class and let him greet the children.

3. TEST ATTITUDE: The test administrator should be careful to avoid

arousing anxiety or tension in the students. In giving the preliminary instructions, the test administrator should convey the impression that the testing is to be a pleasurable and interesting experience.

4. TIME: The first half of the P-SCAP should take approximately 30 minutes to administer and is followed by a 10 minute break. The second half of the P-SCAP should take approximately 30 minutes to administer. Total test time requires 1 hour, 10 minutes.

5. MATERIALS: The test administrator should make sure that all necessary materials are assembled before the test begins.

a) P-SCAP BOOKLETS: There should be one booklet for each student and a large demonstration booklet for the administrator.

b) FELT-TIPPED MARKERS: There should be a green marker for each student, as well as several additional markers in case some go dry. These extra markers would be held by the assistant examiner.

The test administrator and the assistant examiner should be equipped with blue markers.

6. CODE NUMBERS: For this testing the child's name is not required. A code number should be written in the appropriate space on the cover sheet of the P-SCAP booklet before the booklets are distributed to the children. (Our field representative will explain how to use the code numbers.)

TEST PROCEDURES

I. FIRST TEST SESSION: Make sure that the children are properly seated and that all desks are cleared of extraneous material, then:

1. Set up the Demonstration Booklet for the first test session in the front of the room so that it can be easily seen by all the children.

2. Distribute the test booklets for session I. Make sure that every child receives the booklet which has been specially coded for him and a green marker. Say something pleasant to each child as he receives his test material. A comment about how he looks or something that he did well recently will help the child overcome his anxiety and help make the test experience a pleasant one. The assistant examiner should also compliment the children during the test by telling them how well they are doing when they get items right.

3. After the test booklets are distributed, instruct the class:

SAY: TODAY WE ARE GOING TO TRY SOMETHING NEW AND INTERESTING. PLEASE LISTEN VERY CAREFULLY TO WHAT I TELL YOU SO YOU WILL KNOW WHAT TO DO.

SAY: FIRST PICK UP YOUR MARKER.

As you say this pick up your marker and hold it up for the class to see.

SAY: VERY GOOD. NOW TAKE THE MARKER AND DRAW AN "X" ON YOUR BOOKLET RIGHT OVER HERE.

The test administrator illustrates what is said by placing an X in the top box on the face sheet of the Demonstration Booklet.

The test administrator and the assistant examiner should check to see that each child has made an X in the top box on the face sheet of his booklet. If a child has made an incorrect response, take the child's hand and make an X in the box. Then say, "VERY GOOD."

When all of the booklets have been checked, continue:

SAY: NOW MAKE A CIRCLE ON YOUR BOOKLET RIGHT OVER HERE.

The test administrator illustrates what is said by placing a circle in the second box on the face sheet of the Demonstration Booklet.

The test administrator and the assistant exminer should check to see that each child has made a circle in the second box on the front page of his booklet. If a child has made an incorrect response, take the child's hand and make a circle in the box. Then say, "VERY GOOD."

When all of the booklets have been checked, continue:

SAY: NOW TURN TO THE NEXT PAGE.

Turn to the first page of the demonstration booklet.

When all the students have turned to page one, read demonstration question 1 (I-D1) slowly:

SAY: THESE PICTURES ARE LIKE A GAME. I WILL SHOW YOU HOW TO PLAY THE GAME, SO YOU MUST LISTEN VERY CAREFULLY. THESE PICTURES SHOW FOUR DIFFERENT KINDS OF ANIMALS. ONE OF THESE IS A FISH. I WANT YOU TO TELL ME WHICH ONE IS A FISH. IS THIS A FISH? (Point to the first picture and wait for a response.) NO, THIS IS NOT A FISH. IS THIS A FISH? (Point to the second picture.) NO, THIS IS NOT A FISH. IS THIS A FISH? (Point to the third picture.) YES, THIS IS A FISH. SO YOU MARK THE FISH THIS WAY (mark an X on the picture of the fish). NOW EVERYBODY DRAW AN "X" ON THE PICTURE OF THE FISH ON YOUR BOOKLET.

The assistant examiner should circulate throughout the class to see if the children are following the directions, and to help those who have not been able to comprehend the task. However, he should not erase any wrong responses. Simply leave both the correct and incorrect answers in the booklet.

When each child's booklet has been checked, the administrator may go on to the second demonstration item:

SAY: GOOD, YOU ARE ALL DOING VERY WELL. NOW I AM GOING TO SHOW YOU HOW TO DO THE SECOND ITEM (turn to item I-D2). ON THIS PAGE THERE ARE PICTURES OF FOUR DIFFERENT THINGS THAT WE FIND IN THE KITCHEN. ONE OF THESE IS A STOVE. CAN ANYONE TELL ME WHICH PICTURE IS A STOVE? (Wait for an answer. If no one can answer, point to the picture of the stove.) OH YES! THIS IS A STOVE. MARK THE PICTURE LIKE THIS (draw an X on the fourth picture).

When each child's booklet has been checked, the test administrator should continue:

SAY: VERY GOOD. DOES EVERYONE UNDERSTAND HOW TO PLAY THE GAME?

Try to answer any questions. If many children do not understand the task, the administrator should repeat the second demonstration item. Then continue:

SAY: NOW WE ARE GOING TO TRY SOME MORE PICTURES. TURN TO THE NEXT PAGE.

Make sure that everyone turns to Item I-1, then continue:

SAY: STARTING WITH THIS PAGE, YOU WILL FIND THE RIGHT PICTURES BY YOURSELF. BE SURE TO MARK ONLY ONE. IF YOU CHANGE YOUR MIND AFTER MARKING THE PICTURE, SCRIBBLE OVER THE "X" WHICH YOU DON'T WANT LIKE THIS (demonstrate on the blackboard). THEN GO AHEAD TO CHOOSE ANOTHER PICTURE BY DRAWING AN "X" ON IT. ARE THERE ANY QUESTIONS? (If there are no questions say "Good." If

there are questions, give more examples.)

When every child understands this procedure, continue:

SAY: THE PICTURES ON THIS PAGE SHOW FOUR DIFFERENT THINGS WHICH WE HAVE IN THE CLASSROOM. ONE OF THESE IS A PIECE OF CHALK. DRAW AN "X" ON THE PIECE OF CHALK.

The assistant examiner should periodically look over each child's shoulder to check that the child is on the correct page, and that he is making his X in the correct box. The examiner may repeat the instruction slowly only once. Allow up to 60 seconds for a response and then continue:

SAY: NOW I AM GOING TO CHECK YOUR ANSWER. STAY IN YOUR SEAT.

The test administrator and assistant examiner each check half of the children. If a child has done the item incorrectly, show him how to mark the correct response. When each child's booklet has been checked, the test administrator should continue:

SAY: VERY GOOD. NOW TURN THE PAGE. WE ARE GOING TO TRY THE NEXT ONE.

This same procedure should be followed through Items 1-10. After the class has completed Item 10 continue:

SAY: GOOD, OUR CLASS IS DOING VERY WELL ON THIS SECTION. NOW WE WILL DO THE PICTURES JUST AS WE HAVE BEEN DOING THEM, BUT WITHOUT ME TELLING YOU THE ANSWER. KEEP DOING THE PICTURES JUST THE WAY WE'VE BEEN DOING THEM. ARE THERE ANY QUESTIONS?

Answer any questions and then read Items 11-20 to the class. As in the previous section, 60 seconds should be allowed for answering each item. However, if after 30 seconds the administrator notices that every child has already marked the answer, he may go ahead to the next step.

The assistant examiner should check that the children comprehend the task, are on the correct page, and make their X's correctly, but he should not prompt children with the answers.

After Item 20 continue:

SAY: GOOD, YOU'RE DOING VERY WELL. NOW WE ARE GOING TO TAKE A 10 MINUTE BREAK. LEAVE THE BOOKLET AND MARKER ON YOUR DESK.

The test administrator and assistant examiner should then collect the first test booklets and markers.

II. REST SESSION: The 10 minute rest session should be filled with some relaxing activity in which the children should not have to listen closely to the teacher or make visual discriminations.

III. SECOND TEST SESSION: Make sure that the children are properly seated and that all desks are cleared of extraneous material, then:

1. Set up the demonstration booklet for the second test session in the front of the room so that it can be easily seen by all the children.
2. Distribute the test booklets for session II. Make sure that every child receives the booklet which has been specially coded for him and a green felt-tipped pen. Once again, say something pleasant to each child as he receives his booklet -- some comment about how well he did on the first section, or how well he conducted himself during the first session may be appropriate.
3. When everyone is ready, turn to page one of the demonstration booklet and continue:

SAY: THIS WILL BE THE LAST BOOKLET. WE WILL DO THE PICTURES JUST AS WE DID BEFORE. REMEMBER THE GAME? I WILL TELL YOU WHAT TO LOOK FOR. YOU FIND THE PICTURE AND CROSS IT OUT THE SAME WAY AS YOU DID IN THE OTHER BOOKLET. BE SURE TO MARK ONLY ONE PICTURE. IF YOU CHANGE YOUR MIND AFTER MARKING A PICTURE, SCRIBBLE OVER THE "X" WHICH YOU DON'T WANT LIKE THIS (demonstrate on the black-

board), AND GO AHEAD TO CHOOSE ANOTHER PICTURE BY DRAWING AN "X" ON IT. ARE THERE ANY QUESTIONS?

(Answer any questions that arise. Then turn to item II-D1.)

SAY: THESE PICTURES SHOW PEOPLE OF FOUR DIFFERENT AGES. ONE OF THESE PEOPLE IS A BABY. DRAW AN "X" ON THE PICTURE OF THE BABY.

Allow up to 60 seconds for the children to respond. The assistant examiner should help children who may be having difficulty.

Then continue:

SAY: NOW I AM GOING TO SHOW YOU THE PICTURE OF THE BABY AND YOU WILL CHECK TO SEE IF YOU MARKED THE RIGHT PICTURE. YOU SEE, THIS IS THE BABY. (Point to the right picture.) IF YOU DID NOT MARK THIS PICTURE, DRAW AN "X" ON THIS PICTURE NOW. (Put an X on the third picture.)

SAY: VERY GOOD, NOW TURN THE PAGE. WE ARE GOING TO TRY THE NEXT ONE.

The same procedure should be followed for item number II-D2. When you reach item number II-1 continue:

SAY: GOOD, I'M VERY PLEASED. NOW WE WILL DO THE PICTURES JUST AS WE DID BEFORE, BUT WITHOUT ME TELLING YOU THE ANSWER. DO THE PICTURES JUST THE WAY WE'VE BEEN DOING THEM. ARE THERE ANY QUESTIONS?

Answer any questions and then go on to read item numbers 1-20 to the class. As before, up to 60 seconds should be allowed for answering each item.

The assistant examiner should check that children comprehend the task, are on the correct page, and make their X's correctly, but should not prompt children with the answers.

After item number II-20 continue:

SAY: THAT WAS VERY GOOD, I'M VERY PLEASED THAT THE CLASS HAS DONE SO WELL.

The assistant examiner should also add his praise.

ASSISTANT SAY: YES, THIS CLASS HAS DONE VERY WELL.

Collect the booklets and felt-tipped markers.

ITEM DIRECTIONS (PART ONE)

(NOTE: In these two demonstration items, show the children how to mark the correct response.)

I-D1 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF ANIMALS. ONE OF THESE IS A FISH. DRAW AN "X" ON THE PICTURE OF THE FISH.

(C-3)

I-D2 ON THIS PAGE THERE ARE PICTURES OF FOUR DIFFERENT THINGS THAT WE FIND IN THE KITCHEN. ONE OF THESE IS A STOVE. DRAW AN "X" ON THE PICTURE OF THE STOVE.

(C-4)

* * * * * * * * * * * * * * * * *

(NOTE: In the next ten items, the correct answer is reinforced immediately.)

I-1 THE PICTURES ON THIS PAGE SHOW FOUR DIFFERENT THINGS WHICH WE HAVE IN THE CLASSROOM. ONE OF THESE IS A PIECE OF CHALK. DRAW AN "X" ON THE PIECE OF CHALK.

(C-2)

I-2 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF VEGETABLES. ONE OF THESE VEGETABLES IS A CARROT. DRAW AN "X" ON THE PICTURE OF THE CARROT.

(C-4)

I-3 THESE PICTURES SHOW FOUR DIFFERENT THINGS WHICH WE SOMETIMES SEE IN THE SKY. ONE OF THESE IS A PICTURE OF THE SUN. DRAW AN "X" ON THE PICTURE OF THE SUN.

(C-1)

I-4 ON THIS PAGE THERE ARE PICTURES OF FOUR DIFFERENT SHAPES. ONE OF THESE SHAPES IS A CIRCLE.

DRAW AN "X" ON THE PICTURE OF THE CIRCLE.

(C-3)

I-5 ON THIS PAGE THERE ARE PICTURES OF FOUR DIFFERENT PARTS OF A ROOM. ONE OF THESE IS A PICTURE OF A WINDOW.

DRAW AN "X" ON THE PICTURE OF THE WINDOW.

(C-3)

I-6 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF CLOTHING. ONE OF THESE PIECES OF CLOTHING IS A PAIR OF PANTS.

DRAW AN "X" ON THE PICTURE OF THE PAIR OF PANTS.

(C-2)

I-7 THIS PAGE SHOWS FOUR DIFFERENT THINGS YOU PLAY WITH. YOU CAN RIDE ON ONE OF THESE.

DRAW AN "X" ON THE PICTURE OF THE THING WHICH YOU CAN RIDE ON.

(C-4)

I-8 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF LIGHTS.

DRAW AN "X" ON THE PICTURE OF A LIGHT BULB.

(C-1)

I-9 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF PLANTS. ONE OF THESE PLANTS IS A TREE.

DRAW AN "X" ON THE PICTURE OF THE TREE.

(C-2)

I-10 WHICH OF THESE FOUR PICTURES SHOWS A BED?

DRAW AN "X" ON THE PICTURE OF THE BED.

(C-4)

(NOTE: In the items beyond this point, responses are not reinforced.)

I-11 THESE PICTURES SHOW FOUR DIFFERENT THINGS WHICH WE USE TO CLEAN THE HOUSE. ONE OF THESE IS A BROOM.

DRAW AN "X" ON THE PICTURE OF THE BROOM.

(C-4)

I-12 THESE PICTURES SHOW FOUR DIFFERENT NUMBERS. ONE OF THESE PICTURES SHOWS THE NUMBER TWO.

DRAW AN "X" ON THE NUMBER TWO.

(C-3)

I-13 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF FRUIT. ONE OF THESE FRUITS IS AN APPLE.

DRAW AN "X" ON THE PICTURE OF THE APPLE.

(C-2)

I-14 WHICH OF THESE FOUR PICTURES HAS GRASS IN IT?

DRAW AN "X" ON THE PICTURE WITH THE GRASS.

(C-3)

I-15 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF FIRE. ONE OF THESE FIRES IS A BURNING MATCH.

DRAW AN "X" ON THE PICTURE OF THE BURNING MATCH.

(C-3)

I-16 THESE PICTURES SHOW FOUR DIFFERENT THINGS WHICH CAN BE FOUND IN THE BATHROOM. ONE OF THESE THINGS IS A BATHTUB.
DRAW AN "X" ON THE PICTURE OF THE BATHTUB.

(C-4)

I-17 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF THINGS THAT HOLD WATER OR MILK. ONE OF THESE IS A PICTURE OF A CUP.
DRAW AN "X" ON THE PICTURE OF THE CUP.

(C-2)

I-18 THESE PICTURES SHOW FOUR DIFFERENT THINGS WHICH YOU WEAR ON YOUR FEET. ONE OF THESE IS A PAIR OF SHOES.
DRAW AN "X" ON THE PICTURE OF THE SHOES.

(C-1)

I-19 THE PICTURES ON THIS PAGE SHOW FOUR DIFFERENT THINGS WHICH WE SEE ON DOORS. ONE OF THESE IS A PICTURE OF A DOORKNOB.
DRAW AN "X" ON THE PICTURE OF THE DOORKNOB.

(C-1)

I-20 HERE ARE FOUR DIFFERENT WAYS OF TRAVELING. ONE OF THESE IS BY BOAT.
DRAW AN "X" ON THE PICTURE OF THE BOAT.

(C-2)

ITEM DIRECTIONS (PART TWO)

(NOTE: In these two demonstration items, correct items are reinforced immediately.)

II-D1 THESE PICTURES SHOW PEOPLE OF FOUR DIFFERENT AGES. ONE OF THESE PEOPLE IS A BABY.

DRAW AN "X" ON THE PICTURE OF THE BABY.

(C-3)

II-D2 THESE PICTURES SHOW FOUR DIFFERENT THINGS WHICH WE USE IN THE BATHROOM. ONE OF THESE IS A TOOTHBRUSH.

DRAW AN "X" ON THE PICTURE OF THE TOOTHBRUSH.

(C-4)

* * * * * * * * * * * * * * * * *

(NOTE: In the items beyond this point, responses are not reinforced.)

II-1 THESE PICTURES SHOW NUMBERS WHICH HAVE BEEN ADDED. THE NUMBERS HAVE BEEN ADDED CORRECTLY IN ONLY ONE OF THE PICTURES.

DRAW AN "X" ON THE PICTURE IN WHICH THE NUMBERS ARE ADDED CORRECTLY.

(C-3)

II-2 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF FOOD WHICH WE SOMETIMES EAT IN THE MORNING. ONE OF THESE IS A PIECE OF BREAD.

DRAW AN "X" ON THE PICTURE OF THE PIECE OF BREAD.

(C-2)

II-3 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF ANIMALS. ONE OF THESE IS A COW.

DRAW AN "X" ON THE PICTURE OF THE COW.

(C-3)

II-4 ON THIS PAGE THERE ARE PICTURES OF FOUR PARTS OF A HOUSE. ONE OF THESE PARTS IS A DOOR.

DRAW AN "X" ON THE PICTURE OF THE DOOR.

(C-1)

II-5 THESE PICTURES SHOW THINGS WITH FOUR DIFFERENT PRICES. ONE OF THESE THINGS COSTS MORE THAN THE OTHERS.

DRAW AN "X" ON THE CLOTHING WHICH COSTS MORE THAN THE OTHERS.

(C-2)

II-6 THESE PICTURES SHOW FOUR DIFFERENT PARTS OF OUR FACE.

DRAW AN "X" ON THE PICTURE OF THE PART OF OUR FACE WHICH WE USE TO SEE THINGS.

(C-4)

II-7 THERE ARE FOUR DIFFERENT ROOMS ON THIS PAGE. ONE OF THE ROOMS IS A KITCHEN.

DRAW AN "X" ON THE PICTURE OF THE KITCHEN.

(C-1)

II-8 THESE ARE PICTURES OF FOUR DIFFERENT PIECES OF CLOTHING. ONE OF THESE PICTURES SHOWS A HAT.

DRAW AN "X" ON THE PICTURE OF THE HAT.

(C-3)

II-9 THESE PICTURES SHOW FOUR DIFFERENT FACES. ONE OF THESE HAS A MOUSTACHE.

DRAW AN "X" ON THE PICTURE THAT SHOWS A FACE WITH A MOUSTACHE.

(C-4)

II-10 THESE ARE PICTURES OF FOUR THINGS WHICH ARE USED IN THE KITCHEN. ONE OF THESE IS A FORK.

DRAW AN "X" ON THE PICTURE OF THE FORK.

(C-1)

II-11 THESE ARE PICTURES OF FOUR DIFFERENT THINGS WHICH WE USE WHEN IT RAINS. ONE OF THESE IS AN UMBRELLA.

DRAW AN "X" ON THE PICTURE OF THE UMBRELLA.

(C-1)

II-12 THESE PICTURES SHOW FOUR DIFFERENT THINGS WHICH WE EAT. ONE OF THESE THINGS IS AN ICE CREAM CONE.

DRAW AN "X" ON THE PICTURE OF THE ICE CREAM CONE.

(C-3)

II-13 THESE PICTURES SHOW FOUR DIFFERENT PARTS OF THE BODY. ONE OF THESE PARTS IS A KNEE.

DRAW AN "X" ON THE PICTURE OF THE KNEE.

(C-2)

II-14 THESE ARE FOUR DIFFERENT PICTURES OF THINGS WHICH HAVE WHEELS. ONE OF THESE IS A TRUCK.

DRAW AN "X" ON THE PICTURE OF THE TRUCK.

(C-4)

II-15 THESE PICTURES SHOW FOUR DIFFERENT KINDS OF FURNITURE. ONE OF THE KINDS OF FURNITURE IS A CHAIR.

DRAW AN "X" ON THE PICTURE OF THE CHAIR.

(C-3)

II-16 EACH PICTURE ON THIS PAGE SHOWS A DIFFERENT NUMBER OF BALLS. IN ONE OF THESE PICTURES THERE ARE THREE BALLS.

DRAW AN "X" ON THE PICTURE WITH THREE BALLS IN IT.

(C-2)

II-17 THESE PICTURES SHOW FOUR DIFFERENT ANIMALS. ONE OF THESE ANIMALS IS A CHICKEN.

DRAW AN "X" ON THE PICTURE OF THE CHICKEN.

(C-3)

II-18 WHICH OF THESE FOUR PICTURES SHOWS A BOOK?

DRAW AN "X" ON THE PICTURE OF THE BOOK.

(C-2)

II-19 THESE PICTURES SHOW FOUR DIFFERENT PEOPLE. ONE OF THESE PEOPLE IS A GIRL.

DRAW AN "X" ON THE PICTURE OF THE GIRL.

(C-1)

II-20 THIS PAGE SHOWS FOUR DIFFERENT KINDS OF TOOLS. ONE OF THESE TOOLS IS A HAMMER.

DRAW AN "X" ON THE PICTURE OF THE HAMMER.

(C-4)

APPENDIX A

TIPS FOR FIELD TEST REPRESENTATIVES

1. Explain the purpose and the structure of the test to the teacher.

2. Go over the directions for administration with the teachers.

3. Answer any questions the teacher may have.

4. Collect individual student's data (see Appendix B: Basic Information Sheet).

5. Identify children by coding numbers in test booklets. The corresponding numbers should be used in the Basic Information Sheet (This should be arranged with the teacher before distributing the test booklets).

6. Act as an assistant examiner if the teacher cannot find his own assistant.

7. Collect test booklets and marking pens.

8. Seek the teacher's reactions to this type of testing.

9. Ask the assistant examiner to fill out the Testing Evaluation Form (see App. C).

10. Score the test and record the results.

11. Erase the test booklets completely before re-using them.

Appendix B:

P-SCAP BASIC INFORMATION SHEET

TEACHER'S NAME: _____ I.D. No: _____

SCHOOL NAME AND ADDRESS: _____ FIELD REPRESENTATIVE: _____

DATE OF TESTING: _____

Student's I.D. No.	Date of Birth	Sex	M.A. (if not available use IQ)	Name of Intelligence Test	Month & Year test was given	Handicaps in addition to retardation*
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

* Reports of emotional or neurological disability should be based upon a specialist's evaluation, e.g. social worker, psychologist, psychiatrist, neurologist, etc.

APPENDIX C

TESTING EVALUATION FORM

1. Time spent in explaining the pre-training items (Item I-1 to Item I-10) _____ minutes.

2. Time spent in administering Part I (Item I-11 to Item I-20) _____ minutes.

3. Time spent in administering Part II (Item II-1 to Item II-20) _____ minutes.

4. Number of children who showed no interest or paid little attention to the testing:

   Part I _____

   Part II _____

5. Indicate items, if any, on which children requested repetition or clarification.

   Part I, Item No. _____ Part II, Item No. _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

6. Did any undesirable incidents occur during the testing? (Give the student's I.D. number, the item number at which it occurred and describe the incident.)

7. Urban or Rural Area of Residence: Indicate whether the majority of the children live in an urban or rural area. An urban area is defined as any incorporated area (town, village, borough, etc.) with a population of 2500 or more people, or any unincorporated "urbanized area" containing 2500 or more people with a density of 1500 or more people per square mile.

8. General comments on the test and the test procedures.